

DOCUMENT RESUME

ED 441 315

EC 307 832

AUTHOR Heyward, Salome
TITLE Disability and Higher Education: Guidance for Section 504 and ADA Compliance.
PUB DATE 1998-00-00
NOTE 304p.
AVAILABLE FROM LRP Publications, PO Box 980, Horsham, PA 19044-0980 (\$78 plus \$12.50 shipping and handling). Tel: 215-784-0860.
PUB TYPE Books (010) -- Guides - Non-Classroom (055)
EDRS PRICE Document Not Available from EDRS.
DESCRIPTORS *Academic Accommodations (Disabilities); Access to Education; Accessibility (for Disabled); Admission Criteria; Colleges; *Compliance (Legal); *Court Litigation; *Disabilities; *Disability Discrimination; Educational Legislation; Eligibility; *Federal Legislation; Higher Education; Postsecondary Education; School Responsibility; Student Participation; Student Personnel Services
IDENTIFIERS *Americans with Disabilities Act 1990; Reasonable Accommodation (Disabilities); Rehabilitation Act 1973 (Section 504)

ABSTRACT

This manual reviews 1998's most significant developments in disability laws applying to colleges and universities. It addresses disability discrimination issues, problems, and cases, and provides guidance on creating effective compliance programs. Behaviors and emotions are identified that create and exacerbate compliance problems, and strategies are suggested for heading them off and minimizing the damage that they cause. Specific chapters address: (1) the passage of the Americans with Disabilities Act, the changing nature of accommodation requests, faculty participation, administration awareness, student and parental involvement, and service provider responsibility; (2) compliance standards and program requirements; (3) disability eligibility; (4) qualified status; (5) admissions, factors that influence the process, discriminatory application, and legal red flags; (6) reasonable accommodations; (7) the accommodations process; (8) nonacademic services; (9) facility access; (10) compliance mistakes; and (11) compliance strategies, including providing strong support for the Disabled Student Services Office, eliminating unilateral decision-making regarding the delivery of services, developing an effective monitoring system, reviewing the implementation of policies and procedures, developing a team approach, and ensuring the adoption of an effective monitoring process. An appendix includes flow charts for program standards, the accommodations process, compliance, and a list of six primary student responsibilities. (CR)